



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 133702

DfES Number: 515879

INSPECTION DETAILS

Inspection Date	25/02/2004
Inspector Name	Susan Victoria May

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Woodcote Pre-School Group
Setting Address	Woodcote Village Hall Reading Road, Woodcote Reading Berkshire RG8 0QY

REGISTERED PROVIDER DETAILS

Name	The Committee of Woodcote Pre-School Group 1020592
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ORGANISATION DETAILS

Name	Woodcote Pre-School Group
Address	Village Hall Reading Road, Woodcote Reading Berkshire RG8 0QY

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Woodcote Pre-school is located in the Village Hall in Woodcote. The provision serves the needs of families in the surrounding area. It is in an area of little ethnic diversity and this is reflected in the intake of children.

The provision accepts 24 children between the ages of two and five years old. The provision is in receipt of funding for three and four year olds. The pre-school currently supports children with special needs and one child with English as an additional language.

The pre-school opens Monday to Friday between 9:15 am - 3.30pm and offers snacks and lunch. It opens term time only.

Seven staff work directly with the children, 5 of whom hold appropriate qualifications in childcare. One member of staff is currently working towards an NVQ 3 in childcare. A cook is employed who helps supervise children at lunchtime.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Woodcote Pre-School provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

Teaching is generally good with some very good aspects. Children are confident, happy and secure, eager to participate in activities. Staff's knowledge of the early learning goals in Mathematics, language and literacy is very good and children have a wide range of daily opportunities to help them make good progress. Activities are generally well managed although occasionally fail to take into account the children's different ages and abilities, some children, therefore, have inappropriate challenges to help them progress. There are also some missed opportunities for children to regularly express ideas and individual creativity.

An assessment system has been introduced to check and record children's progress towards the early learning goals. This along with observation and evaluation provides a clear picture of the child's development. Children behave well in response to the high expectations and sensitive support of staff. Effective systems are in place to support children with special needs and English as an additional language.

Leadership and management are generally good. A strong staff team is in place, who provide a stimulating environment where children learn through a wide range of activities. Continuing professional development of staff is actively encouraged.

Partnership with parents and carers is generally good and supports the children's learning. Parents share their observations about their child with staff and regularly discuss the progress of their child.

What is being done well?

- Children are happy and secure, confident in their interaction with staff and each other and can express themselves well.
- Staff have good relationships with the children. They take an interest in their welfare and use a range of teaching strategies throughout sessions to promote learning.
- Children's behaviour is good. They show consideration for others and readily share resources.
- Continuing professional development of staff is actively encouraged to support children in the setting.

What needs to be improved?

- differentiation of age and ability in physical activities to meet all children's

learning needs

- opportunities on a daily basis for children to use their imagination and express their thoughts and individual creativity

What has improved since the last inspection?

Opportunities are provided for children to recognise letters of the alphabet by sound through the use of rhymes, songs and phonic sessions.

New resources have been purchased to increase the range of sorting materials, planning includes activities to increase children's understanding of addition and subtraction and recording numbers.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have positive attitudes to learning. Relationships are good and children show consideration and support for others. They are confident in their interaction with staff and can express themselves well. Children respond appropriately to the clear expectations for acceptable behaviour. Children are respectful and show sensitivity to others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate and listen well to each other and adults. Many children are able to write their own names and recognise the sounds of the letters, children are provided with ample opportunities to practise and reinforce learning through planned and everyday activities. Suitable books are available and children are encouraged to use the books correctly and carefully. The children enjoy stories, have good recall and can confidently retell stories.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff make good use of mathematical language during all activities. Practical mathematical activities are provided and children have the opportunity to record numbers. Through planned and everyday activities children are given the opportunity to compare size and shape. Good one to one matching is seen when children count objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are confident when exploring and investigating. A computer is available for children to use freely and has appropriate software. An allotment nearby provides children with the opportunity to examine plants and living things closely. There are many good opportunities for the children to question why things happen and how things work, these include simple science experiments. Children talk about past and present events in their own lives and effectively learn about the lives of others.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are encouraged to learn useful information about health and hygiene, this is due to appropriate resources and staff knowledge. Children have good body awareness and recognise changes due to heat and cold, they understand actions to take to keep warm or cool. Activities for physical development are generally well managed but consideration needs to be given to the differing ages and abilities of the children and appropriate challenges provided.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children participate enthusiastically in adult led songs and rhymes. Staff enable children to develop a good knowledge of colour. Planned topics provide some opportunities to extend learning through role play, however, there is insufficient emphasis placed on creative expression of ideas and feelings. Many art and craft activities are adult-led, resulting in a lack of opportunity for children to choose, explore and express their creative side freely.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide regular opportunities for free imaginative and creative expression during sessions allowing children to choose, explore and express their ideas and feelings freely.
- provide activities for physical development that take into account the differing ages and abilities of the children and provide appropriate challenges.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.